

# TEACHING DERIVATIONAL SUFFIXES TO IMPROVE THE VOCABULARY MASTERY THROUGH READING TEXT

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## Abstract

This research was aimed at improving the vocabulary mastery of the second grade language major students at MAN 1 Palu in comprehending simple derivational suffixes. It was a pre-experimental research design. The sample was 22 students of the second grade students. The instrument of data collection was a test which was administered twice called pre-test and post-test. The result of data analysis showed that the  $t_{\text{counted}}$  value (17.75) was higher than  $t_{\text{table}}$  value (2.080) by applying 0.05 level of significance and the degree of freedom (df) 21. It means that the teaching of derivational suffixes through reading text can improve the vocabulary mastery of the second grade students at MAN 1 Palu.

**Keywords:** Derivational Suffixes; Vocabulary; Reading Text.

## INTRODUCTION

Derivation is one of the word formation processes which brings a change to a word. Sulaiman (2004:59) argues “Derivational form is a form of word which appears to be a resultant from a process of combining between *base form* and *bound form* (or process of affixation)”. This quotation means that there is a process of combining base form and bound form, therefore, the word produces new base which is different from the previous base or root. Next, Crystal (1991:336) asserts “Suffix is a term used in Morphology referring to an affix which is added following a root or stem”. Also, Maclin (1992:380) states “A suffix is an ending added to a word which usually changes the parts of speech of the word and may also change the meaning of the word”.

From those explanations above, it can be confirmed that derivational suffixes are bound morphemes which are added at the end of a word then they can change and create new word. In addition to this explanation, Katamba (1993:46) asserts “The process of

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suffixation or suffixing is common in English in derivational formation of lexical items”. It shows that this process exists in word formation of English.

Referring to the previous explanation, the result of word formation process is new word production. It belongs to vocabulary which acts as a foundation to bring full domination to the language skills. Richards (2001:12) comments “Vocabulary is one of the most obvious components of language and one of first thing applied in linguistics turned their attention”. This sentence shows that a word exists in the process of word formation since it changes category of words and it depicts the importance of vocabulary as asserted by Thornbury (2002:3) “You can say very little with grammar, but you can say almost anything with words”. Therefore, it explains that grammar and vocabulary must be taught integrated since they connect each other. It can be very little to deliver without grammar and can be nothing to elaborate without vocabulary.

The students of the second grade language major class often get confused how to improve their vocabulary. When the teacher asks the meaning of the word “ visitor “, they are silent and no one speaks in the classroom related to this word, but when the teacher says the word “visit”, they know the meaning and the category of this word. It indicates that they do not know what the categories and the meaning of the words are. They do not realize that adding a suffix can change the category of the word.

By analyzing the complications above, there are some causes why they are difficult to improve their vocabulary. Firstly, the students at the second grade language major students at MAN 1 Palu never know and understand the use of derivational suffixes well that is why they feel having limitation in producing words both in sentences or in conversation. Secondly, they are lack of vocabulary and bored in memorizing every word. Memorizing vocabulary is really complicated to be applied, and they need one appropriate way to develop their vocabulary mastery. To solve this problem, the English teacher should use an appropriate medium to teach derivational suffix.

Talking about the medium of teaching derivational suffixes, reading text is presented as a helper to retain many words. It is useful to analyze the classes of word in each sentence and each paragraph. Reading text behaves as a medium to support this learning. This medium contributes rich sources of vocabulary and grammar. There are many words which can be taken from the text as examples of words to be proved by attaching the suffixes. It is included as a practice medium of students to obtain and to analyze new words. Saricoban (2008:11) comments “Context has a significant effect to retain the words”. This quotation

confirms that the students need a context to train their brain in improving their vocabulary. Context refers to a text which contributes a lot of words and information.

Since the students of language major class feel confused how to improve their vocabulary, the problem statement was formulated in following question *Can the teaching of derivational suffixes through reading text improve the vocabulary mastery of the second grade language major students at MAN 1 Palu?* It was to verify the teaching of derivational suffixes can improve the vocabulary mastery of the second grade language major students at MAN 1 Palu.

## METHODOLOGY

In this study, the writer asserted pre-experimental research design. The writer applied the study based on the research design recommended by Arikunto (2006:85) as follows:

$$\mathbf{T}_1 \qquad \mathbf{X} \qquad \mathbf{T}_2$$

Where:

**T1** : pengukuran awal (pre-test)

**X** : perlakuan (treatment)

**T2** : pengukuran akhir (post-test)

The population of this research was the second grade language major students at MAN 1 Palu consisting of 22 students. The sample was chosen by using total sampling technique. Referring to the title of the research, there were two variables presented. Best (1982:59) points out

The independent variables are the conditions or characteristics that are experimenter manipulates in his or her attempts to ascertain their relationship to observe phenomena. The dependent variables were the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

It could be depicted that the independent variable was the teaching of derivational suffixes and the dependent variable was improving the vocabulary mastery.

**Table 1:**  
**Scoring System**

No	Names of Test	Number of Items	Score of Each Correct Items	Maximum Score
1	Multiple Choice	10	1	10
2	Simple Completion	10	1	10
Total		20		20

After administering the pre-test, the writer offered a treatment with the teaching of derivational suffixes for eight meetings. The meeting was applied based on the English subject schedule at the school

After conducting the teaching process, the post-test was chosen to be the last activity. The purpose of doing this test was to clarify and explain whether the treatment was efficient or not by looking at the difference between pre-test or post-test. The writer asserted statistical analysis to analyze the result of the tests.

As described above, the writer accumulated the data of pre-test and post-test. Therefore, the writer calculated the individual score by using formula which was offered by Arikunto (2002:276):

$$\sum = \frac{X}{N} \times 100$$

Where:

$\sum$  = standard score

X = sum of correct answer

N = maximum score

100 = fixed number

After gaining the standard score, she calculated the mean score of the class. The writer used a formula to obtain the mean score recommended by Arikunto (2002:240):

$$M = \frac{\sum x}{N}$$

Where:

M = mean score

$\sum x$  = obtained score

N = number of students

Next, the mean deviation is counted by using formula designed by Arikunto (2002:307):

$$M_d = \frac{\sum d}{N}$$

Where:

$M_d$  = mean from post-test and pre-test

$\sum d$  = total score of deviation

$N$  = number of students

Then, the writer computed the square deviation by applying the formula which was proposed by Arikunto (2002:307) as follows:

$$\sum x^2 d = \sum d^2 = \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$  = sum of squared deviation

$N$  = number of students

Next, the writer applied t-test formula to show if there was significant difference between the mean achieved in pre-test and post-test by using the formula proposed by Arikunto (2002:275):

$$t = x = \frac{M_d}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

$t$  = the value of t-counted

$M_d$  = the mean deviation of pre-test and post-test difference

$\sum x^2 d$  = the sum deviation of square deviation

$N$  = number of students

## FINDINGS

Referring to the previous description, the writer accumulated the mean score of students' pre-test by adding the standard score and dividing with the number of students. The accumulation was as follows:

$$\begin{aligned} \text{Mean (pre-test)} &= \frac{\sum x}{N} \\ &= \frac{1145}{22} \\ &= 52.04 \end{aligned}$$

Having analyzed the result above, the writer obtained that the highest score was 65 and the lowest one was 40. The mean score of pre-test was 52.04. In relation to the score

reached by the students, it can be confirmed that the ability of the second grade language major students at MAN 1 Palu in improving their vocabulary was in the low rate.

The presentation of test result can be seen in the following table:

**Table 2:**  
**Pre-test Scores**

No.	Initial	Score of each item of the test		Score	
		Multiple Choice	Simple Completion	Raw	Standard
1	AAK	5	7	12	60
2	AAN	3	7	10	50
3	ATN	6	5	11	55
4	DHN	2	9	11	55
5	DVT	3	6	9	45
6	FNT	5	2	7	35
7	HRN	2	9	11	55
8	HSR	7	3	10	50
9	HWA	5	8	13	65
10	INY	4	4	8	40
11	JSR	6	6	12	60
12	JMH	4	4	8	40
13	MYA	6	5	11	55
14	HSY	7	4	11	55
15	MLY	9	2	11	55
16	NLM	3	5	8	40
17	PTR	4	7	11	55
18	RIN	5	8	13	65
19	MTA	4	6	10	50
20	TDI	5	7	12	60
21	WDY	3	5	8	40
22	ILF	5	7	12	60
<b>Total</b>		<b>103</b>	<b>126</b>	<b>229</b>	<b>1145</b>

After accumulating the students' pre-test score, the writer calculated the score in post-test. The formula composed was the same as in pre-test.

$$\begin{aligned}
 M_{\text{post}} &= \frac{\sum x}{N} \\
 &= \frac{1965}{22} \\
 &= 89.31
 \end{aligned}$$

The scores presentation can be described in the following table:

**Table 3:**  
**Post-test Scores**

No.	Initial	Score of each item of the test		Score	
		Multiple choice	Simple Completion	Raw	Standard
1	AAK	10	8	18	90
2	AAN	8	9	17	85
3	ATN	9	7	16	80
4	DHN	8	10	18	90
5	DVT	9	9	18	90
6	FNT	7	9	16	80
7	HRN	8	10	18	90
8	HSR	9	8	17	85
9	HWA	10	10	20	100
10	INY	8	8	16	80
11	JSR	8	9	17	85
12	JMH	10	10	20	100
13	MYA	10	10	20	100
14	HSY	9	9	18	90
15	MLY	7	8	15	75
16	NLM	9	9	18	90
17	PTR	10	10	20	100
18	RIN	7	10	17	85
19	MTA	10	9	19	95
20	TDI	8	10	18	90
21	WDY	10	7	17	85
22	ILF	10	10	20	100
<b>Total</b>		<b>194</b>	<b>199</b>	<b>393</b>	<b>1965</b>

From the result of post-test above, it was incredibly confirmed that there was a progress which created different score between the students' mean score in pre-test and post-test. The students' mean score in pre-test was 52.04 which was lower than post-test score 89.31. It depicted that the post-test contributed incredible progress to the improvement of students' vocabulary mastery.

After computing the mean score of the students' pre-test and post-test, the writer counted the deviation and the square deviation of the students score in pre-test and in post-test. The computation of the students' mean deviation was described as the following:

**Table 4:**  
**The Students' Score and Deviation of Pre-test and Post-test**

No	Students	Standard Score		Deviation (d)	Standard Deviation <sup>2</sup> (d) <sup>2</sup>
		Post-test	Pre-test		
1	AAK	90	60	30	900
2	AAN	85	50	35	1225
3	ATN	80	55	25	625
4	DHN	90	55	35	1225
5	DVT	90	45	45	2025
6	FNT	80	35	45	2025
7	HRN	90	55	35	1225
8	HSR	85	50	35	1225
9	HWA	100	65	35	1225
10	INY	80	40	40	1600
11	JSR	85	60	25	625
12	JMH	100	40	60	3600
13	MYA	100	55	45	2025
14	HSY	90	55	35	1225
15	MLY	75	55	20	400
16	NLM	90	40	50	2500
17	PTR	100	55	45	2025
18	RIN	85	65	20	400
19	MTA	95	50	45	2025
20	TDI	90	60	30	900
21	WDY	85	40	45	2025
22	ILF	100	60	40	1600
<b>Total</b>		<b>1965</b>	<b>1145</b>	<b>Σd=820</b>	<b>Σd<sup>2</sup>=32677</b>

$$\begin{aligned}
 M_d &= \frac{\sum d}{N} \\
 &= \frac{820}{22} \\
 &= 37,27
 \end{aligned}$$

Next, the writer counted the square deviation which was depicted below:

$$\begin{aligned}
 \sum x^2 d &= \sum d^2 = \frac{(\sum d)^2}{N} \\
 \sum x^2 d &= 32677 - \frac{(820)^2}{22} \\
 &= 32677 - \frac{672400}{22} \\
 &= 32677 - 30563.63
 \end{aligned}$$



$$= 2113.37$$

Furthermore, in order to know the difference between pre-test and post-test, the writer needed to analyze the data. The accumulation was presented as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2_d}{N(N-1)}}$$

$$t = \frac{37,27}{\sqrt{\frac{2113,37}{22(22-1)}}$$

$$t = \frac{37,27}{\sqrt{\frac{2113,37}{22(21)}}$$

$$t = \frac{37,27}{\sqrt{\frac{2113,37}{462}}}$$

$$t = \frac{37,27}{\sqrt{4,57439}}$$

$$t = \frac{37,27}{2,1}$$

$$t = 17.75$$

Having analyzed the previous data statistically, the writer discovered the result confirmed that the  $t_{\text{counted}}$  was 17.75 by applying 0.05 level of significance with degree of freedom (df) 22 ( $N-1=22-1=21$ ). The writer concluded that the  $t_{\text{counted}}$  (17.75) was higher than  $t_{\text{table}}$  (2.080). It could be seen that the hypothesis of research was accepted. Therefore, the teaching of derivational suffixes can improve the students' vocabulary at the second grade.

## DISCUSSION

Referring to the obtained score above, it could be seen that most of the students got low score. The pre-test result was that they found difficulties and did not know the answer of the test. Also, they never understood how to form noun and adjective using derivational suffixes especially in using suffix -able since it was found in the reading text rarely. The percentage of students who make mistake in using this suffix was 86.4 %.

In relation to description above, this research was aimed at improving the vocabulary mastery of the second grade language major students at MAN 1 Palu through reading text that is why the writer conducted the teaching of derivational suffixes which focused on four suffixes, namely, -er (from verb to noun), -ness (from adjective to noun),

-ful (from noun to adjective) and -able (from verb to adjective). Reading text was used to make the students easier to understand the use of the suffixes. In relation to this theory, Maclin (1992) asserts that adding suffixes could make a change to the words production. In addition, Saricoban (2008) confirms that reading text was used as a medium to retain many words in the context of passage.

After completing the treatment, the writer administered the post-test. She discovered that by implementing the teaching of derivational suffixes, the students could comprehend and gain another way to improve their vocabulary. There were 3 students having a mistake in using suffix -able. The percentage was 13.6 % and the deviation was 72.8 %. It verified that there was good progress in improving their vocabulary. The result showed that the teaching of derivational suffixes could improve the students' vocabulary mastery.

Talking about findings, the writer found the previous study which was written by Amirudin (2009) that here stricted his study on derivational suffixes to form nouns and adjective, such as; -al, -ion, -ment, -ant, -ity, -ist, -ible and -ive. Then, he did not use any media. In this case, the students have a trouble in forming noun using suffix -ity. The percentage of mistake in using suffix -ity in pre-test was 90 % and the result in post-test was 23.3 %. The deviation was 66.7 %.

Furthermore, the writer realized that there were some differences between both of studies above. The first point was that Amiruddin's research did not use any media in teaching of derivational suffixes while the writer did; it to make the students were easy to identify and to comprehend in the context of passage. The second thing was that the progress from writer's result was more significant than Amiruddin's research. Referring to the previous explanation, the writer realized that the teaching of derivational suffixes was effective since the good progress was experienced by the students.

## **CONCLUSION AND SUGGESTIONS**

Having analyzed the data, the writer created some conclusions. The first concern was that the teaching of derivational suffixes was effective in improving the students' vocabulary. It can be depicted from the final score which pre-test result was 52.04, while in the post-test was 89.31. Additionally, it indicated that the students' vocabulary mastery was improved. The second conclusion was the significant difference occurred between pre-test and post-test. It was verified since  $t_{\text{counted}}$  value (17.75) was higher than  $t_{\text{table}}$  value (2.080). It is defined that the research hypothesis is accepted.

In relation to the importance of vocabulary improvement, the writer would like to assert several suggestions. Firstly, English teacher should develop the effective way in teaching derivational suffixes, such as playing word formation card game. Then, the English teacher may combine the theory with some appropriate media, such as learning videos, power point presentation, and reading text. These media are appropriate with the level of senior high school students. Next, the writer suggests the English teacher may offer or provide good devices, such as video or game in teaching in order to attract students' attention to comprehend the theory of English subject. Furthermore, the theory of derivational suffixes should be taught with the simple examples through simple sentence till they can construct better sentences.

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